

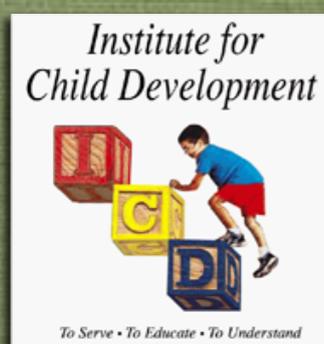


Autism Initiative Training Series

Module 4: Chapter 4.3

Individualization of Program Goals and Behavior Supports

<http://bddso.icd.binghamton.edu>



Learning Objectives

- Define residential teaching community.
- Name four barriers to effective program implementation.
- Identify the importance of maintaining a positive focus on skill acquisition.
- Name the four goals of behavior support plans.

Individual Life in Group Homes

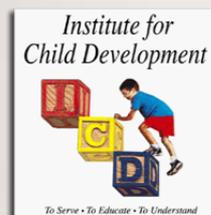
- Personal Needs
- Group Needs
- Residential Teaching Community (Wetzel & Hoschouer, 1984)
- A social organization that maintains the process of normal everyday living and teaches necessary skills for participating in that process.

Barriers to Effective Program Implementation



(Reid, Parsons, & Schepis, 1986; Wetzel & Hoschouer, 1984)

- Absence of a coherent teaching environment
- Treatment focused only on elimination of maladaptive behaviors
- Limited staff attempting to implement non-integrated individual behavior plans
- Random composition of residential community



Greater Community

(Wetzel & Hoschouer, 1984)

- Culture
 - Home
 - Surrounding neighborhood
- Personal
 - Strengths
 - Needs and Skill Deficits



Examples of Individualized Integration

(Wetzel & Hoschouer, 1984)

- Group Activity:
 - Prepare and eat breakfast
- Individual Tasks
 - Set the table
 - Gather milk and cereal
 - Choose fruit



Individual Skill Assessment

(Reid, Parsons, & Schepis, 1986; Wetzel & Hoschouer, 1984)

- Organize an individual's target goals by major components of the daily routine.
- For example: Joe needs to be taught morning dental hygiene, so staff must determine what skills should be taught. The easiest way to do this is to watch Joe during this task and see what skills he needs. Perhaps he cannot squeeze the toothpaste, but he can put the brush to his teeth and move it across them.

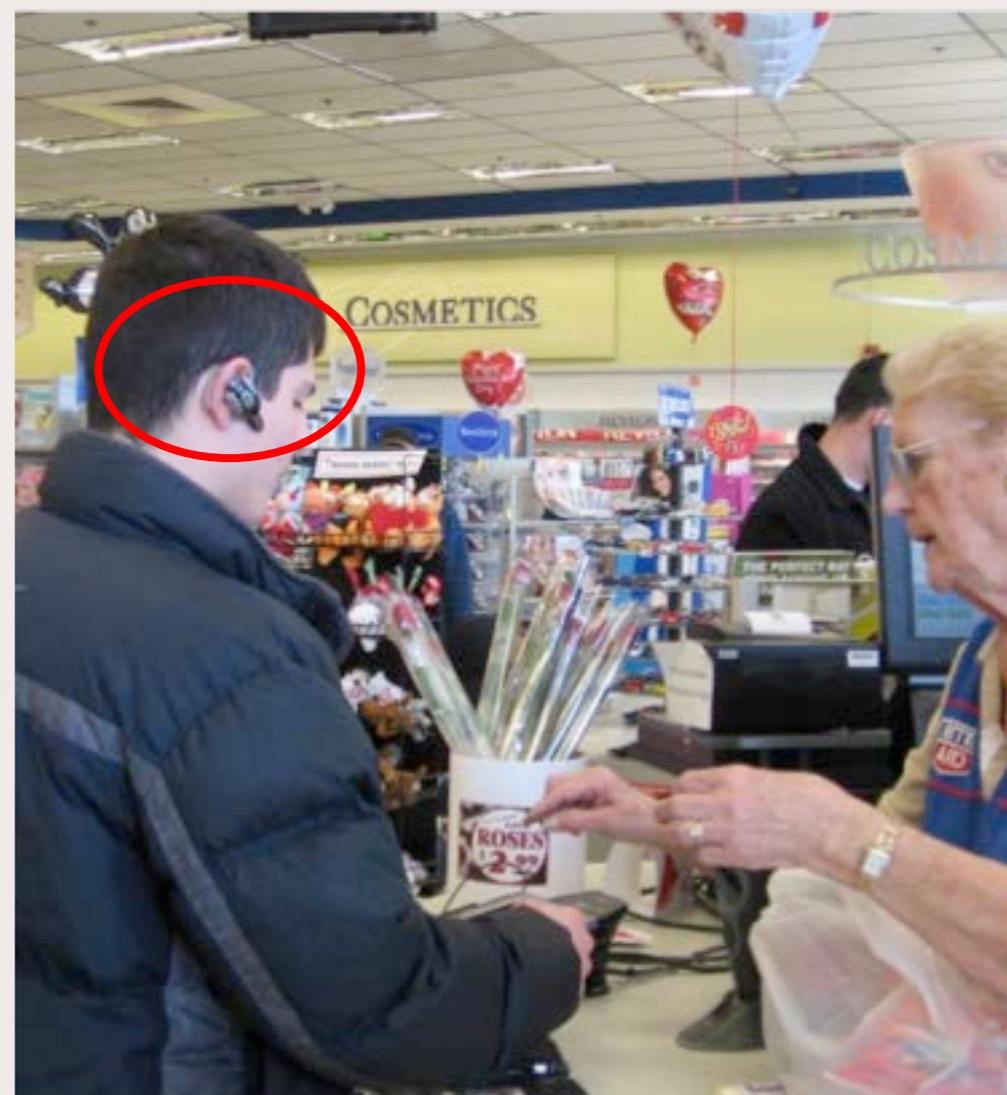
Looking Ahead

- Focusing on the next teachable skill
- T-shirts, sweatpants, and loafers
- Polo shirts, khakis, and sneakers
- Dress shirts, coats with zippers, and belts



Adaptive Behavior Supports

- Technology
 - Bluetooth[®] (Gerhardt, 2009)
 - iPods (Lerner, 2009)
 - MP3 Players
 - Portable DVD Players



Maladaptive Behavior

- *For most individuals, involvement in a positive, culturally appropriate, daily routine will decrease inappropriate behavior.*
 - (Halle, Bambara, & Reichle, 2005; Wetzel & Hoschouer, 1984)
- Positive behavior plans and adaptive skill building requires both staff and individuals to focus on developing abilities (Reid, Parsons, & Schepis, 1986).
- Leaves less time for engagement in inappropriate or maladaptive behaviors (Halle, Bamabara, & Reichle, 2005).

Problem Behavior Supports

- However, this does not mean that negative or challenging behaviors will never occur.
- Lack of skills to obtain attention or make demands of environment effectively can influence the occurrence of problem behavior.
- Response interventions (Kern, 2005)
 - Responses to problem or challenging behavior
 - Recall the influence of positive reinforcement

Four Goals of Behavior Support Plans

(Kern, 2005)

- Reduce positive or desirable outcomes for problem behavior.
- Prevent escalation of the problem behavior to avoid harm to the individual or other individuals.
- Introduce the individual to logical or natural consequences.
- Encourage alternative, more appropriate behaviors.

Final Words

- On-going and evolving
- Team approach
- Planning for achievement
- Best outcomes for long-term gains

